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Report describing the scope of a number of institutional studies undertaken at Southeastern State College since 1952: Evaluation studies made by the whole faculty for accrediting agencies; studies by special faculty committees, administrative personnel, and departments; and independent studies by faculty members. Includes discussion of curriculum, faculty, students, library facilities, room utilization, and other subjects concerned with administration or instruction.

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"STATUS OF FACULTY RESEARCH AND STUDIES 1953-1958,"
by Eugene E. Slaughter.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Section X

INSTITUTIONAL STUDIES

Support by the Regents

In 1953 the Oklahoma State Regents for Higher Education recognized research and administrative studies as a necessary function of the institutions under their control. Accordingly, they allocated funds for the purpose and established a research council composed of representatives from the several institutions. The policy which the council recommended to the regents provides that each institution in the system of higher education conduct studies to evaluate the institution's objectives, functions, and methods, and the results of its program. It provides further that effort be made to promote scholarly activities and to improve instruction and administrative procedures. The colleges offering two-year programs are particularly charged with making studies and investigations concerning the peculiar role of such institutions in higher education and the more effective integration of their programs with those institutions offering four-year programs. All institutions offering four-year programs are particularly charged with making studies and investigations relative to their function of teacher education. The University of Oklahoma and Oklahoma State University are particularly charged with responsibility for scientific investigations to expand the areas of human knowledge. The regents provide, through an interinstitutional council on research, means for the institutions to prepare for and engage in joint studies on common problems and to communicate with

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one another on matters of joint concern. Periodically, each institution in the system of higher education submits to the regents a list of research projects and administrative studies recently completed, underway, or planned.

Administrative Organization for Studies

In pursuance of the regents' plan for research and institutional studies, the president of Southeastern State College provides an item in the annual college budget which is spent on salaries of the faculty who are engaged in studies and projects, and on aid to such enterprises by providing relief from teaching duties, special equipment including library facilities, student assistants, and postage. The annual allocation to the research fund was $10,000 in 1953-54, in 1954-55, and in 1955-56; $7,820 in 1956-57; $4,000 in 1957-58; and $10,000 in 1958-59. This research fund is administered by a committee on faculty research and institutional studies, which consists of a chairman, who is also the director of research; of the president of the college and the dean of instruction, who are ex officio members; of three or more teaching faculty; and the head of the department that is concerned in a matter which the committee is considering. This committee has authority to initiate as well as to approve faculty research and institutional studies. All purchases and disbursements made in connection with the research fund are handled through the college business office and require the endorsement of the director of research.

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Procedure for Administering Grants-in-Aid

In order to obtain support for a project or study, any member of the college faculty submits to the director of research a brief description, stating his objectives, plan of procedure, expected use, and estimate of needs. After gathering whatever information is needed, the director calls a meeting of the committee to consider the application. Each project that is approved is set up in the director's files, and the allocation for the project is charged against the research budget. The director informs the president of the college, the business manager, and the grantee of the total amount of money allocated to be spent on the project during a fiscal year. The grantee, the business manager, and the director comply with an established procedure for handling the allocation so that each of them is informed concerning the changing status of the allocation and expenditures charged to it. The grantee is obligated to keep the director informed about the results of the project, so that the director can report from time to time to the faculty and administration concerning the progress of research and studies.

Report of All Faculty Research and Institutional Studies

If a member of the faculty is engaged in a study or project for which no special allocation has been made, he is requested to report periodically to the director of research concerning the enterprise. From such reports the director prepares a semiannual statement regarding faculty research and institutional studies, which is published; and he recommends to the president of the college that salaries of those who are engaged in such projects be charged in part against the research

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budget. The published report is distributed to all members of the faculty and to the American Association of Colleges for Teacher Education. New projects and the names of the faculty conducting them are reported to the local and state newspapers.

Faculty Who Engaged in Studies

Besides participating in the institutional studies that have been done by committees, most of the faculty have undertaken studies which relate to the institution or their teaching interest. Between 1953 and 1958 projects were reported by sixty-two members, who were distributed as follows: administration 7 persons, art 2, biology 3, business education 5, economics 1, education 8, English 6, French 1, geography 4, health 1, history 6, home economics 2, industrial arts 3, Latin 1, mathematics 1, music 6, physical education 1, physical science 2, and speech 2. The sixty-two persons who in the six years reported that they were engaged in studies related to the institution or their teaching were these: Mrs. Virginia Fisher, Dr. John T. Krattiger, Mr. J. W. Logan, Mr. Raymond A. Piller, Mr. Sam O. Pool, Dr. J. F. Rogers, Dr. John R. Willingham, administration; Miss Minnie Baker, Mrs. Madeline Stevens, art; Mr. Earl B. Kilpatrick, Dr. Dorothy V. Leake, Dr. Wayne H. Silver, biology; Mr. Robert L. Ausley, Mr. Jack N. Green, Dr. Linnie Ruth Hall, Mr. Carl McCoy, Mr. H. L. Palmer, business education; Mr. W. H. Underwood, economics; Mr. R. W. Fleak, Dr. M. K. Fort, Dr. Sally Leonard, Dr. L. Marshall Nagle, Jr., Dr. A. L. Pool, Dr. Anne R. Semple, Dr. Marion Severance, Dr. C. B. Trammell, education; Mrs. Floy Perkinson Gates, Miss Ruth Hatchett, Dr. Virginia Moseley, Dr. Margaret O'Riley, Miss Mildred Riling, Dr. Eugene E.

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Slaughter, English; Dr. E. M. Haggard, French; Dr. C. C. Carney, Mr. Robert Mayfield, Dr. Gordon B. Schilz, Mr. Dave Stevens, geography; Dr. Bernice N. Crockett, health; Mr. Donald Brown, Dr. Sever L. Eubank, Mr. R. W. Frazier, Dr. John Hunziker, Mr. Louis G. Johnson, Dr. J. D. Morrison, history; Dr. Lucy Leonard, Dr. Frances Williamson, home economics; Mr. Troyce D. McGovern, Mr. James M. Weaver, Dr. Alvin White, industrial arts; Miss Isabel Work, Latin; Dr. Leslie A. Dwight, mathematics; Mr. Kenneth W. Baumgardner, Mr. Judson D. Maynard, Miss Myrtle Merrill, Dr. Howard H. Rye, Miss Mary Fay Slawson, Dr. E. L. Trumble, music; Miss Bertha Mae Treadaway, physical education; Mr. Clifton W. Broughton, Dr. Ernest Sturch, Jr., physical science; Miss Vivian Downs, Mr. J. Rex Wier, Jr., speech.

Definition of Institutional Studies

In the present report, institutional studies are understood to be investigations, inquiries, experiments, inventories, and evaluations which concern a problem of Southeastern State College. Most of the studies which are contained here consider purposes, policies, or procedures that relate clearly to the institution as a whole, but some of them, though less than college-wide in scope, are included because they concern curriculum, instruction, or follow-up of students in a division of the institution. All the studies belong to the period since 1952.

Kinds of Studies

For convenience, the studies are considered in the following order: (1) evaluative studies made by the whole faculty for accrediting agencies; (2) special faculty committee studies; (3) administrative studies;

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(4) departmental studies; and (5) independent studies done singly by members of the faculty.

Evaluative Studies Made by the Whole Faculty for Accrediting Agencies.

In the studies made for accrediting agencies, all the faculty, organized into interdepartmental committees, have engaged in the inquiry and evaluation. Step by step and at the conclusion of their assignment, each committee has submitted its work to the general faculty for study and approval. Subsequently, the faculty have explained and successfully defended their reports before the committee whom the agencies have sent to visit the college and verify the faculty surveys. Although the visiting committees and the agencies they represented have generally agreed with the findings of the self-surveys, the college faculty have conducted follow-up studies and discussions, made recommendations, and modified their organization and procedures, in order to make the action of the agencies contribute to the improvement of the college.

Not counting the present study, which has been prepared for the North Central Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education, the Southeastern State College faculty have produced five voluminous reports since 1952, as follows: For the American Association of Colleges for Teacher Education, 1952; for the Oklahoma Commission on Teacher Education and Certification, as the representative of the State Department of Education, 1953, 1955, and 1957 (three survey reports); and for the North Central Association of Colleges and Secondary Schools, 1953.

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Institutional Studies

AACTE Survey, 1952

The study made by the faculty of Southeastern State College for the American Association of Colleges for Teacher Education consisted of a detailed self-examination, inventory, and self-evaluation covering these areas: (1) definition, objectives, and organization of the college for teacher education; (2) student personnel services; (3) preparation of the faculty; (4) teaching load of faculty; (5) curriculum-instructional patterns; (6) professional laboratory experiences of teacher candidates; (7) library resources and use.

Studies for Oklahoma Certification, 1953, 1955, 1957

The self-surveys which the faculty made in preparation for visits by committees of the Oklahoma Commission on Teacher Education and Certification in 1953 and 1957 included all matters pertaining to the education of teachers by Southeastern State College, namely: (1) organization of the college; (2) finances, resources, and facilities; (3) selection, retention, and professional growth of faculty; (4) selection, admission, and guidance of students and placement and follow-up of graduates; (5) off-campus services; and (6) the pattern of general, professional and specialized education in each of the programs which the college offered leading to a certificate to teach. In 1953 the areas in which the college had standard certificate programs were agriculture, art, bookkeeping and clerical practice, business education, French, Latin, Spanish, health and physical education, home economics, industural arts, English language arts, mathematics, instrumental music, vocal music, combined instrumental and vocal music, natural science, social studies, speech, and elementary education. By 1957 four of these

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certificate areas had been eliminated by the college; they were agriculture, French, Latin, and Spanish. Added by 1957 were programs for a special certificate in driver and safety education and for provisional administrator's certificates (superintendent, secondary principal, and elementary principal). In 1955 four certificate programs which had been provisionally approved in 1953 were reviewed. These were English language arts, natural science, social studies, and speech. As a preparation for the revisitation, faculty committees made a self-survey of the four programs. In both the comprehensive visits of 1953 and 1957 and in the review of 1955 all certificate programs offered by Southeastern State College were accredited by the State Department of Education upon the recommendation of the visiting committees.

Self-Evaluation for NCA, 1953

A self-survey of the college which the faculty made for submission to the North Central Association of Colleges and Secondary Schools in a preliminary application for accreditation as a graduate study institution in 1953 contained two parts. Part one, which was an inventory and self-evaluation of the college, consisted of ten subcommittee reports covering the following subjects: (1) purposes and clientele, (2) the faculty, (3) curriculum, (4) instruction, (5) library, (6) student personnel service and athletics, (7) administration, (8) finance, (9) physical plant, and (10) institutional studies. Part two was a discussion of a plan to offer graduate work leading to a master's degree and of the resources which the college had to carry out the plan. The conclusion was that the college was ready to launch the proposed program of graduate study leading to a

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master's degree for teachers. As a result of the self-survey and the application, the college received tentative approval of a fifth year program leading to the master of teaching degree.

Special Faculty Committee Studies

Special faculty committee studies consist of those which have been done by committees formed to study a specific problem and report to the administration or faculty. Representative of such studies are the following: (1) a survey for the American Association of University Women, 1956-1957; (2) an investigation of requirements and a recommendation of policy concerning faculty rank, 1953; (3) an inquiry regarding budget practices of college libraries, 1955; (4) a faculty handbook for Southeastern State College, 1957-1958; (5) a report to the faculty on the factors affecting faculty salaries, 1958-1959.

Survey for AAUW, 1956-1957

In making application for recognition as a college whose graduates are eligible for membership in the American Association of University Women, a faculty committee assembled evidence that Southeastern State College meets the five standards employed by the AAUW to judge an institution. They are (1) accreditation by the appropriate regional accrediting association, (2) provisions for basic liberal education in baccalaureate degrees, (3) adequate provisions for women students, (4) professional opportunities for women, and (5) academic freedom. A section that presented general information about the college listed significant scholarly and creative achievements of the faculty from 1952 to 1957, including advanced

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study, research and studies, research grants, publications, attendance at meetings of professional associations, offices held in professional associations, participation in programs of professional societies, awards received, recognition for distinguished teaching, and other achievements. A mimeographed copy of this section, which contained twenty-two single-spaced pages, was given to each member of the faculty. Another section, which concerned the bachelor's degree curriculum, revealed that the pattern of courses usually followed by students who receive the baccalaureate degree from Southeastern State College included at least sixty semester hours of liberal education distributed in the humanities, social sciences, and natural sciences. Recognition by the AAUW is pending.

Study and Recommendation Concerning Faculty Rank, 1953

A faculty subcommittee of the academic council investigated the policies concerning academic rank which were followed by eleven colleges located in ten states; and recommended a plan for faculty rank to be put into effect at Southeastern State College. The plan provided for (1) distribution of the faculty in four ranks, namely, professor, 20 to 30 percent; associate professor, 20 to 30 percent; assistant professor, 30 to 40 percent; instructor, 15 to 25 percent; (2) minimum educational requirements, the doctorate or its equivalent for professor; the master's degree plus two years of relevant graduate study for associate professor; the master's degree plus one year of relevant graduate study for assistant professor; and the master's degree for instructor; (3) minimum total teaching experience, professor ten years; associate professor seven years; assistant professor three years; and instructor none; (4) consideration of

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other achievements in determining rank, such as success in teaching, significant research or creative work, professional and civic leadership, and service to the college. At the time of the study, 76 percent of the faculty were professors and associate professors; 30 percent held the doctorate and one percent the equivalent; 16 percent the master's degree plus two years of graduate study; 27 percent the master's degree plus one year of graduate study; 26 percent the master's degree with less than one year additional work; all had ample teaching experience. The committee recommended that the plan become effective immediately in making promotions and employing teachers; that it allow three years before adjusting any rank; that no one be promoted automatically; that no one be reduced in rank if he was within five years of legal retirement, had a master's degree plus 25 years of service in an Oklahoma college, or a master's degree plus a year of graduate study plus 15 years of service in an Oklahoma college. The recommendation would have caused four professors, 12 associate professors, and five assistant professors to comply with the minimum educational requirements of their rank within three years, or be reduced; but the committee estimated that the adjustment period would prevent all except a few reductions.

The report was distributed in mimeograph form to all the faculty and to the members of both boards of control. Although the plan recommended was never officially adopted, it has been followed since 1953 in the employment and promotion of teachers at Southeastern State College and is essentially the policy which the Faculty Handbook currently describes.

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Study of College Library Departmental Allocations, 1955

A subcommittee of the faculty library committee investigated the practices of eleven colleges and one university in managing their book purchases and budget. Reason for the study was dissatisfaction with the allocation of funds to certain departments for the purchase of library books. The committee applied each practice which was discovered among the respondents to the Southeastern State College library book fund for 1954-1955; and in view of the findings, the committee recommended that (1) as a general policy, the departmental book fund be distributed as in the past, according to the same subjective guide, whose criteria are curriculum needs and a balanced book collection for the use of faculty and students of the college; and (2) the library committee provide a means for adjudicating in cases of departmental exigency. The study and report apparently satisfied the uneasy departments.

Production of Faculty Handbook, 1957-1958

With unanimous approval of the general faculty, in 1957 the president of the college appointed a committee of five to prepare and maintain a handbook that defines the policies and practices of the college and serves as a guide for each faculty member, giving him an understanding not only of his own duties and responsibilities but also of the duties, responsibilities, and relationships of the administrative officers and staff. The committee completed the present Faculty Handbook in 1958 and is obligated to revise it at least once a year. The principal sections concern administrative organization, faculty organization, faculty personnel policies,

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instructional and academic policies, and general information. Each member of the faculty was given a copy of the Faculty Handbook.

Report on Factors Affecting Faculty Salaries, 1958-1959

A subcommittee appointed by the president of the Southeastern State College unit of the Oklahoma Education Association, to which all the faculty belong, collected information regarding the factors that affect faculty salaries with special attention to the budget for 1959-1961 which the Oklahoma State Regents for Higher Education proposed to the legislature. The findings were presented to the general faculty in an illustrated lecture by a member of the subcommittee and were later mimeographed for distribution. The report covered the following topics: minimum salary schedule for 1958-59, as determined by the regulations of the State Board of Regents of Oklahoma Colleges concerning the master's degree, additional graduate study, the doctorate, and teaching experience; evaluation of the minimum faculty salaries for each academic rank in accordance with a rating scale issued in 1958 by the American Association of University Professors; analysis of the functions of the boards of control in relation to the budget and faculty salaries; analysis of the proposed 1959-1961 budget, item by item, using the worksheet of the Regents for Higher Education; comparison of average college salaries, Oklahoma with the United States and the North Central States; relation of faculty salary budget and the state appropriation for higher education; effect on faculty salaries if the increase in the regents' proposed budget were applied to improve teacher-student ratio, and if applied to raise minimum salaries without improvement in teacher-student ratio; effect of reductions in the proposed regents' budget; projection of

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budget and state appropriation to provide a minimum faculty salary that would rate C for professor and keep the other ranks in their present relative position, also with twenty teachers added to improve teacher-student ratio. Copies of the mimeographed report, less certain confidential figures, were also supplied to the executive secretary of the Oklahoma Education Association for use in explaining the needs of higher education to the people, the governor, and the legislature.

Administrative Studies

The administrative officers of the college, such as the president, dean of instruction, director of fifth year program, dean of students, registrar, business manager, and librarian, prepare numerous official reports pertaining to the faculty, students, curriculum, finance, etc., most of which, because of their routine nature, have been omitted from this account of institutional studies. The few administrative studies that have special interest concern (1) status of faculty research and studies in 1953, 1954, 1957, and 1958; (2) faculty load and room utilization; (3) status of the library in 1953-54 and 1954-55; (4) annual follow-up since 1954 of graduates placed by the placement bureau; and (5) fifth year program. Of these five areas, the status of research and studies has been treated in a preceding paragraph; study of the other four areas will be described here.

Faculty Load and Room Utilization

Every semester and summer term for a long while the dean of instruction has completed a study of room utilization and faculty load which compiles the number of students enrolled in each class, by teacher and room,

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and the total student and student-hour load for each teacher. These studies have been used by the regents in making the budget and by the college administration in discovering areas of greatest need for additional faculty and facilities.

Status of Library

The annual reports of the Southeastern State College library for 1953-54 and 1954-55 were extraordinarily extensive because of capital improvements and other fundamental changes which took place then. These reports contained a comprehensive statement regarding the purpose of the library and its staff, library building and equipment, library's holdings, library staff, administration, method of purchasing, library expenditures, use of the library, and library science curriculum and instruction. The report for 1954-55 also projected the library uses and needs into the future and recommended provisions to meet the requirements. The recommendations have been followed in so far as practicable, but in order to remove from the building all activities except library uses, the college must have classroom space for the social science classes.

Placement Bureau Studies

Since 1954 the director of the placement bureau has conducted a follow-up of Southeastern State College graduates placed by the bureau, and has accumulated the findings in the bureau's files. In addition, the director of the placement bureau has issued an annual report on the students placed, which has been published in the state newspapers.

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Studies Concerning the Fifth Year Program

In a series of studies, the director of the fifth year program has (1) analyzed the program in the summer of 1954, and the academic years of 1954-55, 1955-56, 1956-57, and 1957-58; (2) studied the areas of specialization in which the fifth year students worked, 1956-57; (3) compiled an evaulation of the program based on the opinion of graduates, 1956 and 1958; and (4) made an annual study to answer the questions, Is the program functioning according to the basic philosophy? and How can the program be improved? in 1955-56, 1956-57, and 1957-58. These studies have been mimeographed and distributed to the faculty and to the boards of control. They have served as guides in developing the program.

Departmental Studies

Departmental studies are work of a department, and although they often serve general administrative purposes and are of interest to the general faculty, they are primarily of departmental concern and application. The following examples are representative: Art--extent of the teaching of art in the public schools of Oklahoma, 1957. Business education--methods of teaching business subjects, 1951-1959; courses required of business education majors, 1956; follow-up of business education majors who graduated from Southeastern State College 1950-1954. Driver education--follow-up of students who plan to teach driver and safety education, 1958. Education--guide for student teachers, 1953, revised 1957; supervision of student teachers off the campus, 1955, revised 1958-1959; selective-retention program for students in teacher education, 1957; growth in professional attitudes of student teachers, 1956-1959; trends in development of student

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teaching programs, 1958; review of Southeastern State College program for elementary teacher education, 1958. English--annual poetry festival conducted on the college campus in order to motivate the study of poetry in high schools of southeastern Oklahoma, 1953-1958; college student stylebook, 1954; a series of studies concerning the preparation and certification of English teachers in Oklahoma and other states, 1955 to present; departmental records for English majors and minors, 1957-1959; analysis of high school curricular contests in English conducted by the college in 1958. Industrial arts--place of general electronics in the industrial arts program, 1958; relationship between industrial arts grade averages and entrance test scores at the college, 1958. Library science--use of visual aids in teaching library science, 1954 to present. Mathematics--general mathematics in curriculums of teachers colleges in the North Central Association of Colleges and Secondary Schools, 1953, published in Aids for Mathematics Education, 1954; a study of mathematics in general education which resulted in a recommendation to the presidents of the six state colleges of Oklahoma that a course in general education mathematics be required of all except certain students, 1954; survey of graduates of Southeastern State College with majors in mathematics, 1958; requirements for majors and minors in mathematics in Oklahoma state colleges, 1958. Music--professional laboratory experiences for music majors, 1956-1959; developing skill in sight reading in music, 1956. Physical education--changes in temperament traits, motor ability, and fundamental body movements of women enrolled in a class at Southeastern State College, 1958-1959. Social science--place of European history in general education, 1952 to present. Speech--need of speech therapist in southeastern Oklahoma, 1956.

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Single Studies by the Faculty

Independent studies done singly by the faculty relate to individual interests but concern the objectives of education, organization and administration, curriculum, instruction, students, or tasks of the faculty in such a way as to become institutional. The areas of interest are shown by the following list of studies which are in progress or have been completed since 1952.

Scope, functions, and objectives of education--Need for cons tative services by schools in southeastern Oklahoma, 1954; looking ahead in higher education in the great plains, 1956. Organization and administration--Methods used for getting grades recorded and semester reports made at the end of a semester, 1954; a trimestral plan for higher education, 1956. Curriculum--A comparative study of the humanities programs in the Oklahoma state colleges, in progress since 1956; integration of general education, 1956; arithmetic, a logical sequence, 1956; geographic education in Ethiopia, 1957; faculty and student use of curriculum materials in the college library, in progress since 1958; creative poetry writing at Southeastern State College, 1958.

Instructional methods--Problem solving in seventh and eighth grade arithmetic, 1953; comparable effectiveness of non-machine and machine techniques in teaching reading, 1954; comparable effectiveness of tachistoscope and pacer, 1954; effectiveness of machines in teaching reading, 1954; developing understanding of number system and processes in arithmetic, 1954; plus and minus, 1954; problem solving in Ardmore junior high school, 1955; meaning of number system and processes in a retarded fifth grade in Ardmore,

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1955; effects of directed experiences with children upon the knowledge and understanding of college students in a course in child psychology, 1955; musical growth in the choir rehearsal, 1956; developing understanding in arithmetic, 1957; effect of location of question in stated problem on the solution of the problem, 1957; putting meaning in meaningful arithmetic, 1958; student accomplishment of supplementary reading assignments at Southeastern State College, 1958; student opinion regarding instructional procedures, in progress since 1958.

Instructional aids and materials--Adult piano music book, in progress since 1953; social history of the Choctaw nation, in progress since 1954; catalogue of books on English novel, in progress since 1954; catalogue of books and articles on Shakespeare in Southeastern State College library, in progress since 1954; teaching Shakespeare in high school, in progress since 1954; study guide for photography, in progress since 1954; health posters, 1956; problems in European history, 1870-1919, in progress since 1956; a textbook in business law, in progress since 1957; annotated bibliography, with selections for teaching creative writing in the elementary grades, in progress since 1957; books and creative writing in the elementary grades, 1957; manual for use in modern European history classes, 1957; exercises in composition for systematic growth in theme structure, in progress since 1957; colored slide file of American art and architecture, and European art and architecture, resource file of collected literature on European art and architecture, 1957; Oklahoma's public health program, a college textbook in preparation since 1958; symphonic poetry of John Gould Fletcher, for lecture recitals, in progress since 1958; elementary Oklahoma history textbook, in

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progress since 1958; development of a film to motivate improvement of fundamental skills of body movement of women, in progress since 1958; development of a fundamental skills test for rating college women in physical education classes, in progress since 1958; health workbooks for grades three, four, five, and six, 1955 to 1958.

Evaluation of students--Average hours of study of Southeastern State College students for a semester, 1953; development of an instrument to measure professional attitudes of student teachers, 1955; validity, reliability, and use of Kuder Preference Record, 1956; achievement of high school valedictorians and salutatorians at Southeastern State College, in progress since 1957; correlation between success in physical sciences and scores on freshman tests on mental ability, arithmetic achievement, and reading ability, in progress since 1957; an evaluation of the freshman testing program of Southeastern State College, 1957-1958; testing and training the prospective library student assistant, in progress since 1958.

Evaluation of teachers and teaching--Effectiveness of professional training given to elementary teachers by Southeastern State College, 1952; arithmetic concepts of elementary teachers, 1955; value of outside assignments in typewriting, 1955; inconsistencies in the teaching of arithmetic, 1956; progress made during the course of instruction in the second year of typewriting in selected Oklahoma high schools, 1956-1958; survey of reading readiness practices in certain first grades of southeastern Oklahoma public schools, 1956; qualifications of secondary mathematics teachers in southeastern Oklahoma, in progress since 1958.

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Effect of Studies

The effect of the faculty research and institutional studies is considerable. Both the administration and the faculty have been stimulated to an awareness of the problems which the college has and the need of studying them continually. The faculty have developed skill in committee as well as independent study procedure. In fact, they have demonstrated a capability to understand and share creatively in the large purposes of the college as a part of their professional competence. They have exercised the leadership, initiative, imagination, and resourcefulness that are required to undertake and complete independent studies and committee investigations and evaluations. The major purposes, policies, organization, and procedures of the college have been subjected to close analysis and evaluation; fresh information has been introduced; and changes have been made to improve administration, curriculum, instruction, and student personnel services.